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ABSTRACT

The handbook describes the policies and philosophy of William Smith High School (Colorado), an alternative high school for students who have dropped out or had difficulty in conventional high school. Section 1 outlines the conceptual foundations of the program with information on such aspects as administration, philosophy, point system, family program (students and advisors organized into family groupings), community awareness, and graduation requirements. Section 2 presents policies and practices for 24 topics, including selection of new students, disciplinary warning system, class schedules, attendance, appeal board structure, staff selection, and purpose and function of boards/committees. (CL)

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HANDBOOK OF INFORMATION AND OPERATIONAL GUIDELINES for WILLIAM SMITH HIGH SCHOOL

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ACKNOWLEDGEMENT

The students and staff of William Smith High School are indebted to the community members, students, teachers, and administrators who conceived and implemented the first Aurora Alternative School--The Street Academy--in 1972.

The present alternative school, William Smith High School, is the result of the continued support and interest by the Board of Education and the District Administrative Staff to provide quality educational opportunities for all Aurora students. For this we are very grateful and appreciative.

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FORWARD

Alternative high schools are relatively new and unique institutions within the American public school structure. In this respect, they do not enjoy the benefit of over 200 years of experimentation shared by the conventional high school organization. Whereas the administrative policies and daily operating procedures are fairly well established for conventional schools, this is not usually the case for alternative schools. The purpose of this Handbook is to clearly delineate the policies and practices which govern the overall operation and administration of William Smith High School.

The policies and practices represented in this Handbook are the result of cooperative efforts of the community, students and staff over an eight year period. Each and every policy and practice is subject to revision when conditions warrant a change. However, any changes or new policies must be the result of agreement between the students, Parents Advisory Committee, and the staff.

SECTION ONE

Conceptual Foundations

An Introduction to William Smith High School

William Smith High School is an alternative high school for students who have experienced difficulty in functioning successfully in a conventional high school or who have dropped out of formal school programs. Enrollment is limited to 200 students, distributed throughout grades 9 through 12, with an age range between 14 and 20 years. In most cases, classes are not segregated by grade level or age.

The staff consists of eight fully certificated teachers, five instructional aides, a school secretary, and a full-time principal. All teachers share counseling tasks in addition to conducting regular classes and special events. Instructional aides supervise learning activities, facilitate student learning programs and assist teachers in the preparation of learning materials.

Student attendance is primarily in the morning hours from 8:00 a.m. to 12:30 p.m. For the afternoon time, students are encouraged to either (1) attend the Aurora Public Schools Vo-Tech Center, (2) engage in worthwhile employment, or (3) undertake independent study under the direction of a teacher.

Any student of high school status who resides in the Aurora School District may apply for enrollment. Students currently enrolled in another Aurora High School must obtain the recommendation of that school in order to be considered. Students who have dropped out of school may apply directly to William Smith. Once an application is received, the student is interviewed by a panel of two students and one teacher at Smith. If the prospective student has valid reasons for wishing to attend William Smith and the panel feels that Smith's learning environment can benefit the student, he is either admitted or placed on a waiting list.

All students must participate in a Family Group. Family groups are the focal point for student government, registration, appeals, and general caring and sharing activities. Each student must enroll in five classes per day. Instructional methods are varied, ranging from totally individualized, to large group presentations. However, in all cases the emphasis is upon a highly personalized approach. To remain enrolled, a student must meet all conditions of the Enrollment Agreement. This Agreement dictates the standards of academic and behavioral growth expected.

William Smith is an autonomous school of record of the Aurora Public Schools. Although the school is entirely funded by the school district and operates within the general policies and procedures as stated by the Board of Education, the school is given complete control of building budget (same per pupil allocation as the other high schools) curriculum, pedagogy, staffing and operational design.

The school was the first of its kind accredited by the North Central Association and the State of Colorado.

ADMINISTRATION AND GOVERNANCE

William Smith operates under a democratic model. Each student and staff member has an equal voice in all matters pertaining to the operation of the school. All expectations, policies, and procedures are derived from the student body. No major decisions are made or adopted unless approved by the student body. Administration of the policies and procedures is a cooperative venture among the staff and students.

Every student enrolled at William Smith is required to abide by a general school contract (known as the Enrollment Agreement) for each quarter of attendance. This contract specifies both the academic and behavioral expectations. Any violation of these expectations results in immediate removal of the student from the enrollment list. If the student wishes to be reinstated, he must appear and present his reasons for the contract violation before an Appeal Board. The Board, consisting of three students and two staff members, is the only authority which can reinstate the student.

Staff meetings are conducted through weekly feedback sessions. During these sessions, topics of concern are: 1) individual student problems and progress, 2) planning for special all school events, 3) development of new motivational activities, and 4) dissemination of general school and district information.

A very active Parents Advisory Committee assists the school through constant review of old policies and procedures and by making recommendations for any changes to be presented to the student body and staff.

PHILOSOPHY

William Smith High School

The philosophy of William Smith High School is the expressed conviction and commitment of the entire staff as to the general purposes of the school. This series of statements defines the basic framework from which all goals, decisions, and operating procedures are determined.

I. Every student is an individual with unique talents, learning style, and personal goals.

All students have talents in some area, which should be encouraged and expanded. Through these talents, new interests and capabilities can be developed.

Each individual has his own learning style which is different in the medium of instruction needed, approach used, and the pace of learning he can maintain.

Each individual has personal goals that are different from those of other students.

II. William Smith seeks to reduce or eliminate the fear of failure through the development of a positive self-image.

It is recognized that each student enrolled in William Smith has experienced a multitude of failures (social and academic) through the inability to function in predetermined roles.

A feeling of failure can be reduced by developing an awareness of individual strengths and weaknesses.

The development of self-worth can be fostered by encouraging participation in learning good work skills and engaging in worthwhile employment.

III. Learning should be internally motivated.

Learning should not be motivated by classroom performance alone. Learning to earn grades or please the instructors should be replaced by a desire to function for one's self - to pursue those skills and capabilities necessary to reach personal goals.

Learning is a continuous process not limited to the school building or necessarily under the sole direction of a certificated instructor. Learning occurs everywhere, at all times, in a variety of situations.

IV. The school is a center where each student may develop socially acceptable behaviors and basic skills through the communication and interaction with fellow students, adult staff members, and the community.

The presence of positive adult models within the school provides the patterns of behavior and examples of skills that guide students toward worthwhile community participation.

V. Through the democratic process, students and staff practice both the authority of and responsibility for their actions.

Democratic ideas are fostered by involvement of students, parents, and staff members. Through practice and procedures, students become aware of the means which permit adaptability to changing social patterns.

GENERAL SCHOOL GOALS

1. To provide an atmosphere conducive to the development of a positive self-concept and a feeling of self-worth.

2. To provide a climate which reduces the feeling of student alienation toward school.

3. To provide a school organization which encourages social responsibility.

4. To provide assistance and encouragement to students who are entering the world of work.

5. To develop a positive interaction between students and adults.

6. To improve basic academic skills in students.

7. To provide a means for students to obtain a high school diploma.

8. To develop an attitude which will encourage learning as a life long process.

DESCRIPTION OF WILLIAM SMITH STUDENTS

William Smith provides an option to conventional high school for two primary categories of students. One, the student who is successful in conventional schools but desires a more personalized educational environment characterized by a small school population. Two, the student who is disaffected and alienated in regular school settings and is in danger of dropping out of school. Students in this category usually exhibit one or more of the following characteristics:

1. Inability to function properly within the traditional classroom setting.
2. Sufficient potential to benefit from the school's program.
3. Academic skill development below ability.
4. General recognition as an underachiever.
5. Failure to establish goals regarding his occupational future.
6. A pattern of behavior problems.
7. Absenteeism and tardiness.
8. A lack of motivation, direction and drive.
9. A poor self-image.
10. A stressful family situation which appears to have a detrimental effect.
11. Hostility toward adults and authority figures.
12. Identification as a potential dropout.
13. Difficulty with community agencies and the law.
14. General lack of involvement in any school activities.
15. Serious economic problems which threaten completion of school.

Individuals recognized as in need of Special Education programs are not enrolled except in very unusual circumstances. When such cases do occur, it is necessary that 1) the student is released from Special Education programs and is recommended for acceptance to William Smith by the Special Education Division, and 2) the parents approve of the transfer.

GENERAL ENROLLMENT PROCEDURES

Sources of Students

Students enrolling in William Smith High School are from four primary sources: 1) transfers from other Aurora schools, 2) regular William Smith students, 3) dropouts from Aurora schools or other schools (students now residing in District 28J) and 4) former William Smith students who resigned for some reason or were requested to leave. The total enrollment is limited to 200 students.

The total number of students enrolled from any one Aurora high school should not exceed fifty. William Smith reseves fifty spaces to be filled from sources other than directly from Aurora schools. These sources include dropouts or young people who wish to return to school after an extended absence from high school.

New Student Enrollment Procedure

New students, either high school transfers or dropouts from within the district, follow the following four step procedure for enrollment in William Smith High School. Applications will be accepted at any time, however, acceptance into the school cannot be later than fifteen school days after the beginning of a quarter, except under unusual circumstances.

Step One: The student must submit a completed application to the William Smith Office. This application must be signed and have the recommendation of the principal of the Aurora High School, if the student is a transfer. Upon receipt of the application, a conference time will be scheduled with the student and parent(s) and the principal of Smith.

Step Two: A meeting with the student, parent(s), and principal will be held. The conference will concentrate upon the operational procedures of the school and the conditions of enrollment.

Step Three: The student will be assigned to a specific "family group". This family will conduct a new student interview and either recommend or deny admission. If the student is denied admission, the reasons for the decision must be explained to the student and presented to the principal in writing.

Step Four: The "Family group" sponsor or the Counselor will explain the expectations as stated on the Enrollment Agreement and register the student in classes available that quarter.

All students enrolling for the first time are placed on a mid-term probation. At the end of the mid point of the entrance quarter, each student's academic progress and class attendance is reviewed. A minimum of fifteen points in each class is required. Students falling short of this requirement are dropped from enrollment at that time unless extenuating circumstances prevail.

Returning Students: Regular Status

Students who finish the full quarter in good standing are automatically accepted for admission the following quarter. Normal registration schedule is followed.

Returning Students: Irregular Status

Irregular status students who wish to return to William Smith fall into one of three categories: 1) Students who were in bad standing and withdrew from school as a result of self-initiated action, 2) Students who withdrew from school as a result of action taken by the Appeals Board, and 3) Students who were in good standing and withdrew from the school as a result of self-initiated action. The procedure is different for each category as indicated by the following cases.

Case I: Student withdrew in bad standing - self-initiated. The student must make application to return. Once the application is received, he must appear before the Appeals Board. Upon recommendation by the Appeals Board, the student is permitted to register probationally. The Probation requirement is fifteen (15) points by the mid-point of the entering quarter in each class and thirty (30) points in each class at the end of the entering quarter.

Case II: Student withdrew as a result of action taken by the Appeals Board. The student must make application to return. Once the application is received, the individual's application is presented to the staff for review. If the review is favorable, the student is registered as a probational student. The probation requirement is fifteen (15) points in each class by the mid point of the entrance quarter and thirty (30) points in each class by the end of the quarter. There is no appeal for continued enrollment if the conditions are not accomplished.

Case III: Student withdrew in good standing - self-initiated. The individual must make application. If space is available, he is registered as a returning student.

THE POINT SYSTEM: PHILOSOPHY AND PRACTICE

Learning is not solely dependent upon time spent attending class. Any system that provides learning experiences for students should be flexible and should not be restricted by time or location. The learning system should allow the student to progress at an individualized pace and should relate to the learning style of the student. The outcome of any system of learning should provide the student with a mastery of the basic skills and abilities necessary to cope with a changing society and provide a sound basis for those students who wish to continue into post-secondary educational endeavors.

Procedures for Earning Points

Points may be earned by a variety of methods. In all cases, the points must reflect specific learning and achievement, although the methods may be different. The following methods are the most commonly followed practices, but additional means may be proposed by the student at any time.

1. Classroom attendance: For every class attended and a learning exercise successfully completed, the student receives one point. A normal school day consists of five different classes. Hence, the student who attends and completes the required assignments can earn five points per day distributed throughout the subject areas for which he is enrolled. For the highly motivated student it is possible to earn as many points per day as time and ability permit. On the other hand, it is possible to attend a class but not receive a point due to unsuccessful completion of the required task.

2. Individual contracts: Students may, with teacher permission, enter into an individual study contract with that teacher. The value of the contract may not exceed 10 points and requires a specific statement of the desired outcome and the specific objectives that will be met. A meeting at least once a week must take place between the teacher and the student to assess progress and give assistance. In some cases, the value of the contract may be increased if sufficient reason is presented or the nature of the project is of a higher value. No contracts will be issued without classroom attendance. In general, twenty (20) points must be earned in a classroom setting before contracts are considered.

3. Extended study: In some cases, a student may wish to explore a given area of interest to a depth greater than the normal expectations of a class. In this case, a student may contract between 1 and 5 points for extended study. The sponsor teacher monitors progress and directs the student's study.

4. Work experience: Students who engage in voluntary or gainful work experiences may, upon request, have these experiences evaluated and credit points awarded.

5. Vo-Tech Center: Students are encouraged to enroll for afternoon classes, in their areas of interest, at the Aurora Public Schools Technical Center. Credit earned at the Center is translated into elective credit toward graduation requirements at William Smith.

6. Other Schools: Students may enroll in classes in subject areas at any of the other high schools that cannot be offered at William Smith. The credit earned is translated into points for credit toward graduation at William Smith.

7. Activity Day: Special programs in Community Awareness are offered every two weeks. Points vary from 1 to 5 for specific activities and may be applied to related classwork or accumulated as a separate credit under the heading of Community Awareness.

8. Correspondence Courses: With previous permission, approved correspondence courses from recognized institutions are evaluated and translated into points and credit.

9. Special Interest Skill Program: Students wishing to pursue special interests (such as music, some areas of physical education, etc.) under the direction of non-public school teachers may receive credit toward graduation. Prior permission is required.

THE FAMILY PROGRAM

Purpose

The teacher-advisor program at William Smith is organized as a Family grouping. The program is designed to provide caring and governance functions, as well as to promote communication within the high school environment. Caring is used in the context that students often view the school as a large, impersonal place they must attend and in which the adult component is too busy to care for them as individuals. Governance is used in the context that alienation and disaffection can occur when students see the school as a body of rules and regulations that have no purpose and which they had no part in establishing. Communication among students is often restricted to small groups of students, sometimes in conflict with each other, and almost always unrelated to the total goals of the school. Thus, the goal of the program is to provide a vehicle to reduce alienation, encourage students to take an active part in the governance of the school, and to promote communication among the entire school population. The basic hypothesis is that students and staff must have a feeling of belonging as individuals and have a voice in the governance policies of the school. Then, as "stockholders", they will assume greater responsibility levels on both personal and group levels.

Composition of the Family

The total student body is divided into groups of 20 to 25 students with one or more staff members assigned as facilitator(s). Student assignment is random with no regard to age, grade level, or sex. Each family should represent a cross-section of the school population. No transfers should be permitted between families until at least four family meetings have taken place, and then only as space is available and with permission from the families concerned.

Family Meetings

All families meet once a week, Tuesday, for a period of 25 minutes. During these days, regular classes are reduced by five minutes to permit the addition of the Family meeting.

Functions

The functions of the Family will change as they develop into various awareness levels. However, the following seven functions represent areas for initial operation:

1. To promote communication among students from different segments of the school population.

2. To act as a nucleus for the development of a representative form of student government.

3. To be a caring and sharing unit for individual student problems.

4. To be an intake program for new students.

5. To act as a registration unit for course selection and counseling.

6. To act as a forum for finding solutions to school governance problems and to meet crisis situations.

7. To act as a means of promoting and demonstrating democratic processes.

8. To promote better utilization of the professional counseling staff by functioning as a referral unit.

Staff Planning

Initially Family meetings are planned by the total staff to reduce individual planning time, exchange ideas and skills, promote confidence of the individual staff members, and to provide common themes. After about four or five meetings, each teacher and Family will depart from the single theme concept to meet the needs of his/her particular Family. It is important that some support in the form of resource persons and materials be made available. Usually there is an abundance of school issues upon which to focus. It is vital that the staff member(s) reduce their influence and work toward permitting the Family to determine and control its direction.

COMMUNITY AWARENESS PROGRAM

Purpose

The Community Awareness Program serves as a vehicle for the socialization of the student body and the exploration of the community as a source of learning experiences. In school, classroom activities provide a degree of socialization opportunities. However, a setting outside the school environment enhances interdependence and joint responsibilities among the students and staff not possible within the school building or grounds. The community provides an almost limitless resource pool for first hand observation and direct participation in learning experiences.

Activities range from participation in overnight camping in the front range mountains (during all seasons) to walkabouts and visitations to nearby points of interest (radio stations, courtrooms, museums, etc.). Most activities are related to the reinforcement of concepts presented in the classroom subject areas. But some activities are purely recreational in nature (bowling, horseback riding, skiing, etc.).

Not all activities are conducted off the school grounds. Each outside activity is balanced with inhouse special programs for those who may not wish to join in the outside trips and therefore elect to remain in the building for special games, films, or concentrated help in a particular area.

Team sports (volleyball, softball, football) among the school population and with other alternative schools are also part of the total program. Teams are made up of any students who wish to participate, with everyone given an opportunity to play. No standing team membership is established. The overall goal of all activities is the development of a wholesome, positive self-image and group responsibility through participation and involvement.

Organization and Structure

In general, the program is conducted every other Wednesday. Exceptions are those weeks which contain only four school days or the final week of a quarter session.

Student input is enlisted for ideas, activities, and places of interest. Every effort is made to incorporate student suggestions into the planning and arrangements.

Each teacher posts his specific activity on the Monday before the Wednesday of the program. Students indicate their choices by signing up for the activity. Transportation is provided by school district buses or by teachers and parents in private cars.

Accountability and Credit

Students have a choice of having credit for participation applied to a particular subject area or to the general category of CAP (Community Activity Program). When the total number of points accumulates to 30 in the CAP, one-fourth credit is awarded. Each teacher is responsible for recording and distributing the points to the appropriate area.

SPECIAL PROGRAMS

Three special programs are available to students. These are student financed programs sponsored by the school.

The Raft Trip

Approximately twenty students may elect to participate in a week long river raft trip. The trips are usually some one hundred miles of river travel into wilderness areas not accessible by other means. Trips are arranged through professional commercial companies. Students share responsibilities for setting up camps, cooking, and boating.

Outward Bound

Any number of students may participate in the Outward Bound Program. A limited number of scholarships are available throughout the entire school year. The program is totally supervised by Outward Bound Inc.

Close-Up

Each year one student is awarded a full scholarship to visit the nation's capitol for one week through a federally supported program. Other interested students may participate at their own expense. Supervision during the trip is provided by a school staff member who accompanies the student(s).

For each of the special programs, the activity and participation by the student is evaluated and credit awarded accordingly.

GRADUATION REQUIREMENTS

Requirements for graduation from any of the Aurora High Schools are established by the Board of Education. William Smith High School and the three standard high schools follow the same sets of requirements with one exception. Due to lack of facilities and time within the school day, William Smith does not require credit in physical education.

Three separate sets of graduation requirements are currently in effect. Sets I and II will be phased out in time, with Set III being the only set of requirements. The selection of which set the student follows depends upon the initial entry date into a high school program.

Set I: Students graduating in 1978 or 1979, who completed 9th grade in Jr. High.

A total of 14 units must be earned in grades 10 through 12

English (2 units to include 1 quarter unit of composition)
American History (1 unit)
Science (1 unit)
Math (1 unit; Advanced Placement Geometry in grade 9 meets this requirement)

Set II: Students graduating in 1978 or 1979, who completed 9th grade in high school.

A total of 18 credits are needed to graduate, of which 14 units must be earned during grades 10, 11, and 12.

English (3 units to include 1 quarter of composition)
American History (1 unit)
Social Studies (1 unit)
Science (1 unit-earned in grades 10 through 12)
Math (2 units-Advanced Placement in Geometry in grade 9 meets this requirement)

Set III: Students graduating in 1980 and thereafter.

A minimum of twenty units of credit.

English (3.25 units)
Composition (0.25 units)
American History (1 unit)
Social Studies (2 units)
Science (2 units)

Mathematics (2 units)

Practical Arts (1 unit-practical Arts are defined as any course which bears a technical or vocational title as well as courses lised in the industrial arts, home arts, and business education departments.)

Fine Arts (1 unit-Fine Arts are defined as any subject or course listed in art, music, or theatre arts.)

CREDIT LIMITATIONS FOR CLASSES

Due to the nature of certain subject areas (depth that can be explored at the high school level, repetitive nature, etc.) a limitation has been imposed on the number of credits that will be accepted toward fulfilling graduation requirements. These areas are listed below.

Reading	2
Psychology	1
Sociology	1
Co-op G	3
Work Experience	2

GRADE LEVEL CLASSIFICATION

Classification as to grade level depends upon two factors: (1) the particular set of graduation requirements, and (2) the number of credits earned. The following sets correspond to the graduation sets listed previously.

Set I: 14 unit credit system

9th Grade	student entered William having completed the 9th Grade
10th Grade	0 - 3.75 units
11th Grade	4.00 - 7.75 units
12th Grade	8.00 - 14.00 units

Set II: 18 unit credit system

9th Grade	0 - 3.75 units
10th Grade	4.00 - 7.75 units
11th Grade	8.00 - 11.75 units
12th Grade	12.00 - 18.00 units

Set III: 20 unit credit system

9th Grade	0 - 4.75 units
10th Grade	5.00 - 9.75 units
11th Grade	10.00 - 14.75 units
12th Grade	15.00 - 20.00 units

SECTION TWO

Policies and Practices

SELECTION OF NEW STUDENTS

All new students will be selected for enrollment by the Selection Committee. However, due to the impossibility of forming a Committee at the beginning of the school year, new students will be permitted to register with the consent of the principal for a probationary period. Students admitted in this manner will be interviewed by their Family Group during the first meeting of the Family. Students applying for admission after the first week (five days of regular class) will be interviewed by the Family.

Action: All new students will appear individually before the Selection Committee. The procedure will be through the use of a standard interview guide. If an applicant is denied enrollment, the Committee must state the reason(s) why that action is taken. Students accepted for enrollment will be either immediately accepted or assigned a position on the waiting list.

Responsibility: It is the responsibility of the person requesting admission to obtain the necessary application and endorsements. The Faculty Chairperson will arrange for the Selection Committee to convene. At a time other than the beginning of a quarter, it will be the responsibility of the principal to see that the student is registered and enrolled in the school.

ENROLLMENT AGREEMENT

Certain expectations of all students are mandated by the stated objectives of William Smith. These expectations in most cases take the form of a definite policy and required procedure. In all cases, the general goal of development of sound social behaviors and academic progress is foremost in the expectations. The necessity of listing undesirable behaviors is not considered important. Students are well aware of what society requires and are reinforced through daily school activities. The policies and procedures listed here are of a nature unique to William Smith.

POLICY 1. All students must enroll for five classes. All students are expected to earn 30 points per quarter in each class for which they are enrolled or not have more than 8 absences per class.

Action: Students agree to this requirement by signing the Enrollment Agreement.

Responsibility: Totally the responsibility of the student.

POLICY 2. There will be no use or possession of drugs of any kind, other than those legally prescribed by a physician for a specific person for individual medical treatment, on or within two blocks of the school boundaries. If a student(s) is in the company of a person or persons who violate this policy, they are considered equally guilty of the violation and will evolve the same consequence.

Action: Students agree to this requirement by signing the Enrollment Agreement.

Responsibility: It is the responsibility of all students and staff to prevent the use of drugs on and around the school area.

POLICY 3. A student enrolled at William Smith will not visit any other Aurora School unless on official business and with the express permission of that school building principal.

Action: Student agrees by signing school contract.

Responsibility: Totally the responsibility of the student.

Consequence of Violation of Policies 1, 2, or 3

Any student found in violation of policies 1, 2, or 3 by either staff or other students will be dropped from active enrollment at the time of violation. If the student wishes to continue at William Smith, he/she must present his/her case to an Appeal Board immediately.

Action: A student who has been informed of the violation of a policy must request an Appeal Board audience.

Responsibility: The Family Teacher will arrange for the Appeal Board to convene as soon as possible.

POLICY 4. Actions such as stealing of personal or school property, fighting or threats of bodily harm, willful destruction of personal or school property are not to be tolerated. Any student accused of any unwholesome social behavior will be asked to explain his actions to an Appeal Board. Unlike the administration of Policies 1, 2, or 3 the student is not dropped from the enrollment. This is reserved for Appeal Board action. In case of a fight between students, all parties involved will be dropped without Appeal.

Action: A student who is observed exhibiting unwholesome social behavior may be called in front of the Appeals Board to explain the behavior. The Appeals Board may impose the necessary penalty upon the student or may request that he/she be denied enrollment for the remainder of the quarter.

Responsibility: It is the responsibility of the student body and the total staff to see that unwholesome behaviors do not continue.

The faculty chairperson will arrange for the convening of the Appeal Board. The principal will administer whatever penalty is determined by the Appeals Board.

DISCIPLINARY WARNING SYSTEM

It is recognized that negative behavior can range from minor disciplinary infractions to severe problems. Regardless of the degree of negative behavior displayed, it must be noted and corrected if students are to grow into responsible individuals. Major problems are administered under the provisions of Policy 4. Less severe deviations in behavior are administered under the Disciplinary Warning System.

Any student or staff member may issue a disciplinary warning to a student who is observed performing or demonstrating an undesirable act. A warning must contain the following steps:

1. Discussion with student of the offense.
2. Summary of offense written on a 3x5 note card.
3. Signature by student on summary card indicating that he/she understands the charge.
4. Summary card filed in principal's office.

When three warnings are accumulated, the student must appear before the staff review board. The purpose of the review is to be viewed as a helping and supportive function. All effort will be directed to assisting the student to understand and clarify the reasons for his actions, and to suggest means to prevent future occurrences of the behavior.

Action: Any student or staff member observing an act of poor behavior may issue a disciplinary warning to the individual(s) involved following the four step procedure stated previously. In case(s) of three warnings, the individual(s) must appear for a Staff Review.

Responsibility: It is the responsibility of the student body and the staff to identify and report poor behavior. When necessary, it is the staff's responsibility to review repeated individual poor behavior and assist in the rectification of the behavior.

SCHOOL ACTIVITIES OFF CAMPUS

It is recognized that learning takes place at all times and in a variety of locations. Activities off campus which support the individual course content or the overall goals of the school are to be encouraged. All off campus school sponsored activities (before, during, or after school hours) must follow a two step procedure.

Step I. The Activity Report is completed, except for students' names, at least three days before the planned activity, and submitted to the principal for approval. If a school bus is required, the bus requisition form must be completed and in the principal's office eight days before the planned activity.

Step II. Names of students are added to approved Activity Report form just prior to the beginning of the activity and deposed in the principal's office.

All policies of the Enrollment Agreement are to be observed by students regardless of the location. Off campus activities are school activities. Individuals not enrolled are not permitted to participate unless prior permission is obtained from the teacher and the principal.

Action: Staff members should plan in advance for all off campus learning activities. Advance permission from the principal is necessary.

Responsibility: The individual staff member is responsible for following the two step procedure stated above. It is the principal's responsibility to submit bus requests and verify school supported transportation. It is the teacher(s) and principal's responsibility to see that all conditions of the Enrollment Agreement are enforced.

TRANSPORTING OF STUDENTS

Every effort will be made to secure school district supported transportation for students. It is recognized that there are situations and conditions for which school transportation is not practical nor feasible. In such cases it is necessary for students and teachers to drive their own cars and to carry students. However, the school cannot assume liability nor reimburse students for costs or damages which occur during travel to and from the learning site.

When using student driven cars, teachers should utilize procedures which will provide maximum control of behavior and promote safety.

Two types of permission forms are to be used. The General Permission form is to be used when students will travel to a variety of different locations while enrolled in a specific class or program. The Parent Permission form is to be used for one-time activities.

Action: Before students are permitted to drive or ride in private cars (students and teachers) during school sponsored activities, a permission form signed by the parent must be on file with the principal.

Responsibility: It is the responsibility of teacher(s) to file the permission forms with the principal before departure. In the event of an accident during travel or at the learning site, the principal must be notified as soon as possible. Definite methods to assure safe travel must be discussed with the principal prior to departure.

MILEAGE AND TRAVEL EXPENSES

All staff members (certificated and classified) are reimbursed for use of their vehicles when used for authorized travel at the rate of $0.17 per mile. Authorized travel is defined as travel approved by the principal prior to the trip. In general, authorized travel falls into one of the following conditions: (1) transportation of students in an approved activity, (2) pick-up of materials/supplies when standard procedures are inappropriate or impossible, (3) travel to arrange student activities, (4) attendance at district sponsored meetings, (5) special project assignments by the principal.

Action: Individual staff members submit request for reimbursement of expenses incurred for authorized travel when the total amount exceeds $25.00 or at the end of the school year.

Responsibility: It is the teacher's responsibility to maintain accurate travel records. Request for reimbursement must be made using the standard district form. It is the principal's responsibility to verify the mileage, total amount of reimbursement requested, affix the proper budget code, and forward to the district administrative office.

BEGINNING THE SCHOOL YEAR

Letter of Notification to Former Students

Action: At least one week prior to the beginning of the school year, each student accepted for enrollment will be notified, by mail, of the date and time of his/her registration. If it is necessary for the student to meet an Appeal Board, the student will be notified.

Responsibility: The principal will determine dates and times; a draft copy of the letter will be presented to the secretary who will duplicate, address and see that letters are mailed.

New Student Interviews

Action: Students wishing to apply for attendance at William Smith should obtain an application for admission two weeks prior to the first week of school. Applications can be obtained from William Smith or any other Aurora High School. Students wishing to transfer from any other Aurora High School must have an endorsement from the office of the principal of the school in which he is currently enrolled.

Once the application is received, the prospective student will receive notification of date and time for an interview with the Selection Committee. Successful applicants will attend orientation and registration with other new students.

Responsibility: The student must initiate the actions of obtaining the application and securing the approval of the building principal.

The Family sponsor will arrange the time and date of the student interview and arrange for the convening of the Selection Committee.

Registration Procedure: Staff

Teachers will select counseling and registration stations located within the Loft area.

All aides will be assigned to the Green Room as follows:

1. One aide regulates the sign-in sheet and hands out class lists.
2. One aide controls the student records file.
3. One aide compiles the class list from returned contracts.

4. Two aides complete a point sheet for each student per class and collect the individual student schedule. Schedules are returned to the student at the beginning of the first class day.

Registration Procedure: Student

Step 1. Student reports to Green room and signs in.

Step 2. Student is given class list to begin selection of schedule.

Step 3. Teacher goes to Green room and picks up student records and escorts student to registration station.

Step 4. Teacher reviews records, explains expectations, and assists student in class selection.

Step 5. Student fills out School Contract and Individual Study Record.

Step 6. Teacher returns student file and student contract to aide, and repeats procedure with another student.

Application of Former Students in Bad Standing

Action: Upon request for re-admission by a former student who violated his previous school contract, an appearance before the Appeals Board is arranged. Appeals Board will convene as required during the first two weeks of school. Successful appealing students will register as soon as possible.

Responsibility: The former student must make application to William Smith.

The Family Sponsor will arrange the convening of the Appeals Board and assign the time and date for the student appeal.

Registration Procedure

Action: The first two days of the school year will be devoted to student registration.

Responsibility: Orientation will be carried out by the Family sponsor. At that time, the rules and expectations, facility boundaries, and the locations of the different subject area rooms will be discussed.

Registration procedures will be the responsibility of the principal; the total staff will participate in the operation.

Pre-Arrangements: Principal

1. Development of 9 week schedule
2. List of courses and restrictions if any
3. School contract forms
4. Individual study forms
5. School boundary maps
6. Student Records and all forms moved to Green Room

GENERATION OF STUDENT CLASS SCHEDULES

Course offerings and class schedules are created each quarter. The formation of the new schedules is based upon meeting the identified needs of the student and matching the individual staff member's background and academic preparation with the individual needs of the student. In general, special attention is given to developing classes and/or activities that will fulfill graduation requirements. Incorporated in the schedule design is the inclusion of options within the overall program (such as mini-courses and total immersion programs) when desired by students and staff. The total process is one of shared decision making and shared commitment.

After the general schedule is completed, a brief description of each course and class time is presented to the students for selection and registration. Each teacher functions as a counselor, reviewing the students' records, identifying needs, explaining school expectations, and assisting the student in choosing his nine week schedule.

Action: Prior to two weeks before the end of a quarter, teachers submit suggestions for classes in their subject area, course descriptions, and note any special scheduling requests.

Responsibility: It is the responsibility of the individual teacher to prepare each course of study to be offered. This includes title, course description, goal(s) and objectives.

It is the responsibility of the principal to review each course offering, determine appropriations in terms of learning objectives, manageability, availability of resources, and needs of the school.

It is the responsibility of the principal to construct the overall class schedule for the school.

ATTENDANCE

All students should be encouraged to participate in all class activities, however, this is the student's choice. Attendance will be taken sometime within the first ten minutes of each class period, unless stated otherwise by the teacher. The exact time that roll is taken during this first ten minutes is up to the individual teacher. Once the roll is taken, it will not be taken again. Although a student may be late to class and hence counted absent, the student may still earn points for the day if he/she completes the assigned work. There are no excused or unexcused absences. This is a consideration only at the end of the quarter if an appeal is necessary.

Action: Students attend class sessions and activities scheduled outside of the school building.

Responsibility: It is the responsibility of the individual student to attend class in agreement with the conditions of the school contract.

It is the responsibility of the individual teacher to maintain accurate student attendance records.

SCHOLASTIC CREDIT

Successful completion of learning activities results in the earning of "points". When 30 points in one subject are accumulated, one fourth (¼) credit in that subject area is awarded. The number of points, hence, credit, is non-time dependent. A student may earn as many points or as few points as his/her ability, interest, and dedication permit. Once points have been earned they cannot be revoked.

Points may be earned by the following means:

1. Successful completion of assigned classroom learning activities.
2. Independent study under the direction of a sponsor teacher.
3. Participation in a work-study program.

Credit may be earned at locations other than William Smith and transferred to Smith. The more common sources of outside credit are: 1) the Vo-Tech Center, 2) other Aurora high schools, 3) approved correspondence courses, and 4) private learning establishments. In all cases, prior arrangements must be made before a student embarks upon a study program outside William Smith, if credit is to be transferred to Smith.

Action: Students receive credit for all learning activities regardless of time and location of the learning experience.

Responsibility: It is the students responsibility to engage in learning activities in accordance with his/her goals, ability and interest.

It is the staff's responsibility to assist the student in fulfilling his individual needs in whatever ways possible.

FAMILY GROUP

Each student enrolled at William Smith must be assigned to a specific Family group. Attendance in the Family group program is a requirement to remain enrolled in the school. No transfers from the assigned Family to another Family will be permitted for a period of four Family meetings. If a request for transfer is made, it must be endorsed by the sponsors of both Families involved. Students may earn 0.05 points for attendance and participation in Family activities. Credit is awarded under the heading of Community Awareness Program (CAP) for social studies credit.

Action: Each student enrolled will be assigned to a specific Family group. Each Family will elect a single individual to represent the Family at Senate Meetings.

Responsibility: It is the students responsibility to attend the assigned Family group. It is the Family responsibility to elect a representative to serve in the school Senate.

It is the responsibility of the Faculty Chairman to assign each student to a Family.

It is the sponsor teacher's responsibility to plan, conduct, and maintain accurate records of student attendance and performance.

APPEAL BOARD STRUCTURE

Whenever a student violates, or is accused of violating, the Enrollment Agreement, he/she is immediately dropped from enrollment in the school. The student may request the convening of an Appeal Board to explain the reason(s) for the violation. If the circumstances or reason for the violation are justifiable, or the accusation false, the board may reinstate the student to continued enrollment. It is important to note that the Appeal Board is not responsible for dropping the student from enrollment—that is the consequence of the violation of the Enrollment Agreement. The Appeal Board function is to reinstate the student if the violation was justifiable, or if the accusation was found to be false.

The composition of Appeals Boards consists of two staff members and three students. When possible, one staff member and three students should be from the same Family group as the dropped student.

Action: Any student dropped from enrollment due to a violation of the Enrollment Agreement has the right to request an audience before an Appeal Board. All Appeal Boards follow the same seven step procedure as listed below.

1. Board reviews the students past performance, current contract, and the nature of the violation with the student.

2. Student is given the opportunity to present his appeal.

3. Board is given the opportunity to question the student and discuss the actions.

4. Board discusses the appeal without the student present.

5. Board votes on one of three alternatives:
   A. Acceptance of the appeal
   B. Denial of the appeal
   C. Accepts appeal with a probational condition: the standard probation enrollment conditions are applied.

6. The Board chairperson discusses the decision of the Board with the student; the student signs the Appeal Record Card.

7. Chairman of the Board completes the Appeal Record Card and files the card with the principal. It is understood that the Appeal Record Card is for school administrative purposes only and is a confidential record maintained only by the principal.

Responsibility: It is the responsibility of the dropped student to request his Family sponsor to convene an Appeal Board in his behalf. Failure to appear at the appointed time of the Board meeting voids all rights to an appeal for a period of one quarter.

It is the responsibility of the Family sponsor to arrange an Appeal Board, notify the student of the time of the Board meeting, and to act as chairman.

PROBATIONAL ENROLLMENT CONDITIONS

A student who is placed on probation as the result of Appeal Board Action, must earn a minimum of 15 points, regardless of the number of absences, in each class by the middle of the nine week period. During the last half of the nine week period, the student must earn 15 additional points in each class to qualify for enrollment the following quarter. Students who successfully complete the probational enrollment are returned to regular student status. Students who do not make 30 points and are on probation, cannot appeal for reinstatement for the next following quarter.

Action: Students who do not fulfill the conditions of probation will be dropped from active enrollment at the mid-point or the end of the quarter.

Responsibility: It is the responsibility of the student to attend class and earn the necessary points. The student should constantly monitor his status and seek extra work if he/she is in danger of not obtaining the necessary points in each class.

It is the responsibility of the individual teachers to provide an up-to-date record of the points earned by each student.

It is the responsibility of the principal to determine the mid-point of each quarter and to advise the student body of that time.

It is the responsibility of the principal to advise the student and notify the parent(s) if the student is dropped.

CHANGE OF SCHEDULE

A student may make major changes in his/her schedule any time during the first two weeks of the quarter. If, for any reason during the balance of the quarter, it becomes necessary to change a class, the student must discuss the need with the teachers concerned, and with the principal.

Points earned in the dropped class will be carried forward. The student will be expected to earn a total of 30 points for the hour to meet the enrollment agreement. Example: If you drop 3rd hour Art in which you had earned 15 points and enroll in Speech 3rd hour, you would be expected to earn 15 points in Speech to make a total of 30 points. However, no credit would be received in either class until a total of 30 points in each subject area had been completed.

Action: To change class schedule, the student must contact the teachers of the classes dropped and added and obtain their permission for the change by having them sign the drop and add section. The Change Form is then returned to the principal and added to the Enrollment Agreement.

Responsibility: The student must initiate the action. The teacher and student will determine whether the change is in the best interest of the student. Teachers involved have the responsibility of removing the student's name from the class roll and adding the name to the new class.

VISITORS

All visitors must obtain permission from the principal, or designee, to be on the school grounds or in the building. While visiting the school, only good conduct will be accepted. Any staff member can ask the visitor(s) to leave the ground if they observe conduct or behavior which is not in the best interest of the student body.

In general, visitation rights are intended for only one school day. Repeated requests for visitation will be denied.

Former students who have been denied enrollment as the result of Appeals Board action, or dropped for some other reason, are not welcome at any time unless the visitation is strictly for school business.

Action: All visitors must obtain permission and sign the Visitor Sheet in the principal's office.

Responsibility: Visitation privileges will be determined and administered by the principal (or designee). All persons granted visitation privileges will be issued a visitor pass stating date, time and conditions.

STUDENT GOVERNMENT

Recognizing the fact that a school is the joint venture of all involved in the learning/instructional process, it is imperative that everyone be involved in determining the policies for operation of the school. To foster the principles of democratic processes, each student is expected to take an active part in the operation of the school. This involves both a commitment to decisions made by the majority and the acceptance of the personal responsibility to see that the commitments are followed.

The initial level of involvement is participation in the Family Group. One student from each Family is elected to serve as a representative of his/her group. Collectively, the eight representatives and a staff sponsor make up the Student Senate. The Senate has the responsibility to act as the voice of the student body. Specifically, the Senate considers changes in existing policies or the addition of new policies and prepares the issues for general discussion and voting by the student body.

All students and staff have the opportunity to present items of concern at the regularly scheduled General meeting (approximately every two weeks).

Action: A Senate representative is elected by the members of each Family group. The Family group representatives function as a school Senate under the sponsorship of a staff member. All issues and concerns flow through the student Senate. A staff member is assigned to sponsor the student Senate.

Responsibility: It is the responsibility of the students to attend Family and to elect their representative. It is the joint responsibility of the Senate and sponsor to establish meeting times and methods of operation.

END OF A NINE WEEK PERIOD

At the end of every nine week period it is necessary to record the total points earned by each student in each subject area. Two actions result from this primary activity: 1) the preparation of the Progress Report which is sent to the parents, and 2) the determination of those students who must appear before the Appeals Board. Both actions take place concurrently.

Pre-preparation necessary

Action: Each teacher and instructional aide must prepare TWO alphabetized lists of points and absences for the courses they direct. Lists should be prepared by course title, not necessarily by class. All Independent Study courses should be turned into the subject area teacher. Check carefully for students who earned points but are not officially enrolled in the class.

Responsibility: All teachers and staff

Preparation of Student Progress Reports

Action: The first three steps of the seven step process are the pre-arrangements necessary before the following four steps can be completed. The first three steps should be completed prior to the recording day.

Step 1. All student progress reporting forms should be removed from the individual student folders.

Step 2. Divide the Progress Reporting forms into two equal stacks.

Step 3. The two alphabetized points and absences sheets for each class must be collected and separated into identical stacks. At this point, two identical class listings and two equal stacks of Progress Reports will be available for distribution to two groups.

Step 4. The staff is assigned to one of two groups. Each group will have one person assigned as a "caller and recorder". Four staff members are assigned as "readers". The "caller" calls the name and the staff members respond in order with the points earned and the number of absences. Any points less than 30 are added to points earned the previous quarter in a specific subject area.

Step 5. After a name is called and points recorded, a line is drawn through the student name on the class sheet.

Step 6. The completed Progress Report is picked up by an aide or teacher assigned to the office. If the Progress Report indicates that the student must appeal for re-admission, a call is placed to the student and an appointment for appearance before the Appeal Board is made. The reports are then ready to be mailed to parents.

Step 7. All subject area point sheets are returned to the office for filing, at the completion of report writing.

Responsibility: The principal will have the responsibility of assigning the staff and seeing that all preparations have been made.

CURRICULUM PLANNING

All schools must provide evidence that they are credible and viable as learning organizations if they are to survive and flourish. Credibility can be earned and maintained by developing and implementing (1) school goals consistent with district philosophy, (2) curriculum to support the goals, and (3) evaluation processes to demonstrate the success of the curriculum. Viability is evidenced by a school operational structure, staff, and pedagogy which enables attainment of the stated goals.

The curriculum, defined here as the sum of all student activities under the direction of the school, is the most visible aspect of any school. Both the professional and lay community constantly ask for, and sometimes demand, answers to "what do the students learn", "how do they learn", and "how do you know"? For all activities, the focus should be upon the integration of content (skills and knowledges), process (system for growth in content areas), resulting in a product (a tangible outcome of content and process).

To promote the credibility of the school, an up-to-date catalogue of course offerings should be maintained. The catalogue should contain a description, list of objectives, and other related information for each course of study and activity the school offers. Not only is this an avenue to improve credibility, it is vital for planning, budgeting, and scheduling.

The following organizational format should be utilized when developing new, or modifying existing, courses of study.

NAME OF COURSE

Length of Course: (usually one quarter, but not restricted to that length)

Credit: (¼ for nine weeks work)

Grade Placement: (usually non-graded, except in special classes)

Pre-requisite: (what previous skills must the student have for the class)

Description: (short and to the point)

Objectives: (what specific skills are to be developed)

Resources: (what will be used to present the subject content)

Evaluation (how will you know if the student attains the objective)

Action: Every course of study offered at the school will be listed in the Curriculum Handbook following the above format.

Responsibility: It is the individual teacher's responsibility to develop and implement courses of study which meet the needs of the students, following the practices of the school and the district. It is the principal's responsibility to organize and schedule the total school program so as to assure a variety of classes are offered to permit a continuity of learning opportunities.

BUDGET PROCEDURE

William Smith is funded by the Aurora School District using the same per pupil allotment for instruction as the other Aurora high schools. The total amount of the instructional fund is determined by multiplying the student enrollment (200) by the dollar per student allotment for that particular year.

The division of the total fund into individual subject areas is the responsibility of the staff. Allocations are determined by needs of each subject area to fulfill specific program objectives. Program budgeting techniques are employed in all areas. Once the subject area budget is determined and agreed upon by the staff, it is the individual subject area departments responsibility to operate within the agreed upon budget.

Action: The total instructional fund is divided into subject area according to program needs as determined by the staff.

Responsibility: The principal will provide all budgetary information and the format to be followed. The staff will determine program priorities and the funds necessary to meet projected needs. It is the responsibility of the individual department personnel to manage their individual department budgets. The principal will manage the overall school budget.

PURCHASE OF INSTRUCTIONAL SUPPLIES

All materials and outside services for directing classroom and off-campus learning experiences are obtained by three means. The primary methods are by Purchase Order and Warehouse Order; the secondary method is through the use of Petty Cash. All major items must be obtained by the primary methods. Petty cash is to be utilized only for small orders (try not to exceed $10.00 per request) when unexpected needs or an unplanned learning experience suddenly occurs.

The principal's approval is required before any purchases are made. Purchase orders normally take three to four weeks before delivery. Warehouse orders take from one to three weeks to be filled. In some cases, it is possible to have an emergency warehouse order, but this should be restricted to actual emergencies, not a routine procedure. Petty cash requires a receipt for the item(s) purchased before any money is refunded.

Any item(s) received by the school addressed to an individual staff member must have a purchase order or warehouse order number. If no number is recorded, it is the personal financial obligation of the staff member, and will not be paid by the school. Items requested for examination must be on a purchase order. All free materials delivered to the school are school property and do not remain in the possession of the individual who ordered the material(s).

Action: Individual staff members order supplies and materials necessary to support the instructional goals of their courses of study by Purchase Order and/or Warehouse Order. Petty cash may be used in special circumstances.

Responsibility: It is the responsibility of the individual staff member to order materials necessary for classroom and off-campus activities using the correct request forms. All forms may be obtained from the secretary. It is the responsibility of the principal to verify correct budget code and budget amount availability. It is the responsibility of the principal to inform each staff member of the amounts available in their subject area budget. It is the individual staff member's responsibility to obtain prior permission for petty cash purchases, to provide receipt(s), and complete the petty cash form if reimbursement is expected.

SELECTION OF STAFF

When vacancies occur in staff positions (teachers or instructional aides), the selection of the new staff member(s) is the function of the Staff Selection Committee. This committee is composed of at least two students, two parents, and two staff members. However, the number of students, parents, and staff members is not limited. All interested individuals are encouraged to participate.

To be considered for a position, the prospective staff member must first apply to the Division of Instruction and follow all procdures as established by the District. The Division of Instruction will assign prospective staff members for interviews with the William Smith Selection Committee. The principal, or designated representative, will chair the committee. After the interview of the prospective staff member by the committee, a general discussion without the applicant present will be conducted.

After all applicants have been interviewed, a secret ballot will be cast by each committee member. The applicant having the majority vote will be awarded the position. In case of a tie vote, the discussion will be reopened and another vote taken. The principal will recommend the successful applicant to the Personnel Office for employment and assignment to the Smith staff.

The procedure previously stated is not followed in the case of special staff assignments. Special staff assignments include 1) community volunteers, 2) student teachers or non-paid interns and, 3) paid, full-time interns. Community volunteers who assist the regular staff in facilitation of learning experiences are always welcome. They need only the recommendation of the teacher with whom they will work. Student teachers and non-paid interns are accepted upon the recommendation of the institution of higher learning and the sponsor teacher. Paid, full-time interns are accepted as "guest teachers". These individuals are certificated teachers, usually pursuing graduate study in alternative education.

Since they do not have the means or time to travel to Aurora (interns in this classification are out-of-state), the selection is the prerogative of the principal or designated representative.

Action: New regular staff members will be selected by a committee composed of students, parents, and staff. Community volunteers, non-paid interns and student teachers are selected by the sponsor teacher.

Responsibility: It is the responsibility of the Faculty Chairperson to arrange for the Selection Committee to convene. The principal, or designated teacher, will chair the interviews. The committee will be responsible for the selection of the new staff member(s). The principal will recommend the individual selected by the committee for appointment to the Division of Instruction.

It is the responsibility of the principal, or designated teacher, to interview and select paid, full-time interns for the position(s) of "guest teacher(s)".

STUDENT LOUNGE

The student lounge is designed to be a place for students to meet informally and relax in an unsupervised atmosphere. The lounge should not be in use while regular classes are in session, therefore, the lounge should only be used (1) before the beginning of the school day, (2) between periods, and (3) after the school day. The lounge is for the use of currently enrolled students and authorized guests. Various vending machines are located in the lounge as a service to the students. Misconduct, abuse of the vending machines, or use of the lounge during class time can result in complete closure of the lounge at all times.

Action: A student lounge will be provided to permit an unsupervised atmosphere to promote student interaction and socialization.

Responsibility: It is the responsibility of the student body to take proper care of the lounge, to see that unauthorized visitors are not welcome, and to use good behavior at all times. It is the individual student's responsibility not to be in the lounge except between classes, or before and after the school day.

SMOKING

Smoking is not only considered a bad habit, it has been proven that the use of tobacco is hazardous to good health. Every opportunity to discourage tobacco use should be taken, just short of the complete prohibition. In light of the fact that some students will insist on smoking at all costs, the following restrictions are to be enforced: (1) Smoking is permitted anywhere outside the building. (2) Smoking is permitted inside the building in the student lounge area and in the area bound by the main doors and the steps to the second floor, (3) Absolutely no smoking is permitted in classrooms, the hallway on the west side of the building, the second floor, the steps to the second floor, or in the gym area.

Action: Smoking is permitted in the areas stated above.

Responsibility: It is the staff's responsibility to discourage smoking whenever possible. It is the students' responsibility to place all matches, butts, etc. in the ash trays. Failure to be responsible in this manner will result in a Disciplinary Action, or loss of smoking privileges.

PURPOSE AND FUNCTION OF BOARDS AND COMMITTEES

To ensure that the school operates as a democratic model, all students and parents are encouraged to take an active part in the determination and administration of policies. Each student and staff member has equal voting power in all school matters. No major changes or additional policies will be initiated unless agreed upon by the students and staff.

The Appeals Board, Student Selection Committee, and the Parents Advisory Committee make up the three major decision making bodies of the school. Other special function committees may be organized at any time upon request of the students or staff.

The Appeals Board

The Appeals Board is composed of three students and two staff members. Any student in good standing may serve on the Board. At least one of the staff members must be a regular teacher. The function of the Appeals Board is to determine whether a student who has violated a policy of William Smith should be retained or reinstated. In cases of violation of Policies 1, 2, or 3 the Appeal Board is the only means the student has of being reinstated as a student in the school. In cases involving unwholesome behavior, the Board determines what action and penalty should be imposed.

Action: Upon hearing the appeal of the student for a contract violation, the Board may decide upon one of three alternatives: 1) the student is denied re-admission to the school, 2) the student is accepted as a regular student, or 3) under unusual circumstances, the student may be permitted to continue as a probationary student. Probation should not be used as an easy way out - it should be used sparingly.

Responsibility: It is the student's responsibility to request an Appeals Board Hearing. It is the responsibility of the Family Sponsor to convene the Board. The principal administers the decision of the Board.

Action: In cases of students who have exhibited unwholesome behavior, it is the Board's decision to determine what penalty is to be imposed. This may range from denial of continued enrollment to demands for payment, replacement of materials, or service to the school.

Responsibility: It is the responsibility of the student or staff member who brings charges against the student to inform the principal that an Appeal Board is necessary. It is the responsibility of the principal to inform the student of the charges and set the time for the appeal. The Family Sponsor will arrange for the Board to convene.

Student Selection Committee

All applicants new to the school are required to interview before the Selection Committee.

Action: The Selection Committee is composed of two students and a staff member (Family Sponsor). Any student in good standing may serve on the Committee. Any student denied admission must be presented with the reasons in writing.

Responsibility: It is the prospective student's responsibility to submit the proper application and be present for interview at the appointed time. A Family Sponsor will convene the Committee.

Parents'Advisory Committee

The Parents' Advisory Committee performs two functions: 1) The Committee acts as the liaison between the community and the school, and 2) functions as a review and accountabililty committee. The Committee is composed of parents of William Smith students and interested community members.

Action: The Committee will focus upon the following areas:

1. The overall operation of the school to include administration, curriculum, and budget.
2. The evaluation of the total school.
3. Review of present policies and practices.
4. Review of a proposed change.
5. Organization of Parents' Night Meetings.

Responsibility: The principal will have the responsibility of the committee's organization. Preparation of the meeting agenda will be the joint responsibility of the Chairperson of the committee, and the principal.